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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN U.S. HISTORY FROM COLONIAL TIMES TO DATE

ED033703

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JC 690 414

HISTORY OBJECTIVES: SET # 1

Units of Instruction

A. The Founding of America

1. Areas of knowledge

a. Evolution of the American colonies
b. Revolution and independence, 1763-1783
c. Patterns of colonial culture

2. Objectives

a. The student will be able to explain, reasoning from the political and economic conditions in Western Europe, why wide scale exploration was possible after the mid 1400's.

b. The student will understand the tenants of mercantilism.

c. The student will be able to compare the different colonies in terms of their religious practices.

d. The student will be able to describe the groups of colonies according to their political, economic and social characterist

e. Given a list of terms of political and economic importance, the student will be able to identify them with concise statements consisting of less than five sentences.

f. The student will be able to compare and contrast the different systems of colonial governments and be able to name the colonies under each system.

g. Given a number of acts by England, the student will be able to match them with the actions taken by the colonists.

h. Given a list of important statements, the student will be able to match them with their authors.

i. Given a list of important men, the student will be able to match them with the correct identifying statement.

j. The student will be able to trace the evolution of colonial unity from the Dominion of New England to the Articles of Confederation.

B. The Young Republic

1. Areas of knowledge

a. The Constitution and the Federalists, 1783-1800

b. The Jeffersonian Era

c. The Emergence of a national culture

2. Objectives

a. The student will be able to explain the origin of the local control versus central control conflict and the influence of this conflict on the Articles of Confederation.

b. The student will be able to trace the development of the government's western policy.

c. The student will be able to analyze the proceedings of the Constitutional Convention.

d. Given that differences in attitudes and disagreement over issues gave rise to the Federalist and Democratic-Republican parties, the student will know the stand of the Federalist and Democratic Republicans on different issues.

e. The student will be able to analyze United States foreign affairs from Washington's administration to 1824, taking into consideration the policy of neutrality established by George Washington.

f. The student will understand the significance of the Supreme Court case of Marbury vs Madison.

g. Given that Chief Justice Marshall was a Federalist, the student will be able to interpret his decision in light of Federalism.

h. Given Jefferson's philosophy of strict interpretation of the Constitution and limited presidential powers, the student will be able to analyze his administration explaining how close he stuck to this philosophy. Give spcific examples.

C. Democracy and Manifest Destiny

1. Areas of knowledge

   a. Growth of democratic government

   b. Westward expansion and economic growth

   c. The American Renaissance

2. Objectives

   a. The student will know the outstanding characteristics of the Jacksonian Era.

   b. The student will be able to explain the reasons why John Q. Adams' term as President was less than satisfactory.

   c. The student will be able to trace the development of our Indian policy.

   d. The student will be able to define the difference in United States and Mexican interpretations of national sovereignty and give Mexican justification for entering the war.

   e. Given a list of prominent men of the West, the student will be able to match them with the correct identifying statements.

   f. Given a list of Utopian societies, the student will be able to identify them by their characteristic beliefs, their location, and some of their members.

   g. The student will be able to understand the beliefs of the Unitarians.

D. A House Divided

1. Areas of knowledge

   a. The sectional crisis, 1848-1861

   b. Civil War and Reconstruction, 1861-1877

   c. The Changing nation

2. Objectives

   a. Given that many have said that the institution of slavery was the basic cause of the Civil War, the student will take a stand and be able to defend his position by using specific examples.

   b. Given that the South was threatening to secede in 1848 and after, the student will be able to analyze the terms of the compromise of 1850 and their consequences.

   c. Given lists of events pertinent to the sectional conflict, the student will be able to rearrange them in their proper order.

   d. The student will be able to define aspects of Southernism.

E. The Age of Industrialism

1. Areas of knowledge

   a. Industrialism and Urbanization 1865-1900
   b. The politics of conservatism and dissent 1877-1900
   c. Industrialism and culture

2. Objectives

   a. Given a list of business men, the student will be able to state the corporation he was associated with.

   b. The student will be able to analyze the reasons why industrialization developed so rapidly after the Civil War and not before.

   c. The student will understand the tenets of Social Darwinism and its application to business.

   d. The student will be able to trace the development of labor unions taking into consideration their orgainization, leadership, and opposition.

   e. The student will understand the problems of the farmer and the steps he took to correct them.

   f. Given a list of names associated with late nineteenth century culture, the student will write a few sentences to identify his American society.

F. The Emergence of a Modern Nation

1. Areas of knowledge

   a. Forging of Modern Government 1900-1917
   b. The rise of America as a world power, 1898-1919
   c. Culture and thought in the Progressive Era

2. Objectives

   a. The student will be able to trace the evolution of the Progressive movement from the late nineteenth century to 1917.

   b. The student will be able to compare the New Manifest Destiny of 1898-1900 with the earlier Manifest Destiny of the 1840's.

   c. Given lists of events concerning foreign affairs, the student will be able to arrange them in chronological order.

   d. Given a list of names, the student will be able to explain in a few sentences their role in the Spanish-American War.

G. Between Two Wars

1. Areas of knowledge

   a. Prosperity and isolation, 1919-1929
   b. The Great Depression and the New Deal, 1930-1941
   c. The Age of Analysis

2. Objectives

   a. Given a list of names of prominent men of the 1920's, the student will be able to identify them as to their importance in the United States during the 1920's.

   b. The student will be able to analyze the decline of the Democratic Party and the rise of the Republican Party in the 1920's.

   c. The student will be able to explain the beliefs and goals of the "revised" Ku Klux Klan and the reasons for its growth in the 1920's.

   d. Given a list of items dealing with international and domestic affairs the student will be able to match each one with the correct identifying statement.

H. The Global Conflict

1. Areas of knowledge

   a. The price of power, 1941-1948

   b. The Age of the Cold Ward, 1948

   c. Toward 2000: Themes of Concern

2. Objectives

   a. Given a list of ten important men of the period of the Second World War, the students will be able to match them with the correct identifying statement.

   b. The student will be able to trace the decline of Japanese-American relations from mid 1930's to 1941.

   c. The student will know the role of the Russians in World War II.

   d. The students will understand the importance of the Marshall Plan.

   e. The student will be able to trace the downfall of Chiang Kai-shek.

   f. The student will know the final result of the Korean War.

HISTORY OBJECTIVES: SET # 2

II.List of Specific Measureable Behavioral Objectives

A.Unit A-The Colonial Period and the American Revolution(1492-1783). As a result of study--ing this unit, the student will

1.be able to list all the major contenders for power in the new world and describe the outcome of each venture in a short-answer, exam format.

2.list the colonies by the types of grants of power they were given. This will be done by major groupings of colonies.

3.define, in writing, the doctrine of Natural Rights and explain the influence it had on the course of colonial history.

4.select, from a list of responses, the response which correctly describes the economic characteristics of each of the major colonial areas.

5.list and explain, in a written essay, the causes and effects of the American Revolution. The essay, which will con--stitute 30% of the first hour exam. will include a discussion of the similarities and dissimilarities of this revolution to a selected modern revolution in an emergent country.

B.Unit B-The Constitutional Period(1783-1800). As a result of studying this unit, the student will

1.be able to list five weaknesses in the Articles of Confederation and for each, explain how the makers of the Constitution

sought to remedy the situation. For each weakness, an adopted remedy must be cited.

2.,given a list of hypothetical situations in which individual rights guaranteed a person by the Bill of Rights are violated, the student will state which amendment or amendments apply in each situation and list what rights are violated.

3.be able to identify and/or define correctly, characteristics of the two emerging national parties, the Federalists and the Republicans.

4.be able to select, from a list of responses, the correct response which describes a series of foreign policy events.

C.Unit C-Democracy Develops and the New Nation Expands(1800-1840). As a result of studying this unit, the student will

1.be able to select from a list of responses, the correct response to a number of items calling for identification and/or definition. Included are major diplomatic events, political personages, and historical trends.

2.be able to write a short answer essay of 500 words or less describing the conflict--ing points of view on one of three issues where federal versus states rights was at issue.

3.list and briefly describe three of the basic causes of the War of 1812, in short answer form.

4.be able to correctly match the five major decisions of John Marshall's Supreme Court with statements which identify them.

D.Unit D-Sectional Controversy and the Civil War (1840-1865). As a result of studying this unit, the student will

1.be able to supply, in writing, a list of the basic social, economic, and political characteristics of each of the major sections of the U.S. in this period. At least five must be listed for each section.

2.be able to briefly describe, in several written paragraphs, the idea of Manifest Destiny and list several of its concrete achievements.

3. be able to compare and contrast the major differences between the North and the South, differences which precipitated the Civil War. This is to be done as the essay portion of this unit's exam and it must include a consideration of at least four major differences and list five major events, stressing their importance to the overall period.
4. be able to list five major reasons why the North won and the South lost the Civil War.

E. Unit E-Reconstruction and the Emergence of the United States as an Industrial Giant(1865-1896). As a result of studying this unit, the student will

1. be able to briefly describe the differences between Presidential and Congressional Reconstruction, in a short essay of one-page.
2. be able to list and describe proposed and actual changes in the status of the Negroes in the post-war South. Any pertinent national legislation must be cited.
3. be able to select, from a list of correct responses, correct responses to a list of items which question the characteristics of economic change and growth in the post-war United States.
4. be able to write an essay on the validity of the Turner Thesis in describing the actual role of the West in United States history, as discussed in class and in the readings. This will be the essay portion of this unit's exam.
5. be able to correctly identify major political issues through matching of correct responses.

F. Unit F-The United States Becomes a World Power (1896-1919). As a result of studying this unit, the student will

1. be able to correctly state, in writing, how the U.S. picked up each of its territorial acquisitions of this period.
2. be able to list five major characteristics of the Progressive movement and at least five major social problems to which it addressed itself.
3. be able to explain, in a written essay on the unit exam, how the U.S. came to be involved in World War I. Included must

be a list of three major causes and three major effects of the war, stress--ing the U.S. role in as many as possible.

G. Unit G-Isolation, Prosperity and Depression (1920-1941). As a result of studying this unit, the student will be able to

1. be able to briefly describe U.S. failure to participate in the League of Nations, in a short, one-page essay.
2. be able to identify major political and social personages and events of the Twenties in a matching of correct responses with the items.
3. be able to briefly describe the policy of isolationism and list at least five ways in which it was expressed in foreign relations of the time.
4. be able to list five major factors which led to the Crash of 1929.
5. be able to list and briefly describe five major responses the New Deal made to Depression problems. Indicate action taken and the success, or failure,of the response.
6. be able to list at least two major problems faced by business, labor and agriculture during this period.

H. Unit H-World War II and the Atomic Age(1941-). As a result of studying this unit, the student will

1. be able to list and describe at least three reasons common to the rise of totalitarian regimes in Italy, Germany, Japan, and Russia and at least one reason peculiar to each.
2. be able to trace the changing course of U.S. foreign policy, from isolation--ism to active participation, by listing at least five events which drew us close to the Allied cause, before Pearl Harbor. The student will explain how each event acted to change the course.
3. identify, by matching items with correct responses, the major post-war international agreements and organizations.
4. write a comprehensive essay of at least 1000 words on the topic "What Does U.S. History Tell Twentieth Century Americans?" Included in this essay will be a summary

HISTORY OBJECTIVES: SET # 3

of the major principles which we have studied over the course of the semester and which the student feels are impor--tant to a consideration of the topic. The essay will be typewritten, in duplicate, and will be turned in one week before the final examination.

B. List of Specific Measurable Objectives
Unit 1 - Colonial Period and the American Revolution

The student will understand the influence of these two periods on American history.

1. Given a list of the countries that had possessions on the North American continent in 1650, he will divide a map according to country of control. Orally he will tell what change took place from 1650 to 1783.
2. Outside class the student will write an essay of not more than 300 words telling how government developed in the colonies.
3. Given a list of seven conflicts between England and the colonies, the student will describe their cause. He will have 15 minutes in class and should answer all correctly.
4. Outside class the student will write a 400 to 500 word essay on the causes and effects of the American Revolution.

5. Given a list of 30 men prominent in the period, the student should identify 25 correctly in 30 minutes in class. Closed book.

Unit 2 - Constituional Period and the Federalists

The student will know the principles contained in the U. S. Constitution and how the Federalists supported the Constitution.

1. Given a list of 15 important men in attendance at the Constitutional Convention, the student will identify their influence by using sources in the library. All should be correct.
2. In a 350 to 750 word essay done outside class, the student should show how the Bill of Rights and all amendments apply to a citizen of the United States.
3. Given a list of 25 men, the student should tell whether or not they supported the Federalist cause. This will be done in class in 30 minutes. Have 20 correct.
4. The student will write a 500 word essay on foreign policy developments with Spain, England, and France during 1785-1800. This is to be done outside class.

Unit 3 - National Expansion

The student will understand the social, political, economic, and cultural forces unleashed during this period.

1. Given a list of 25 events of the period, the student will show their influence by describing them. This will be done in class in 20 minutes with the textbook used as a source. All should be correct.
2. Outside class the student will write a 500 word essay on the influence of the decision in Marbury vs. Madison on the Constitution and future federal legislation.
3. In class the student should list five causes and five results of the War of 1812. He will be given 15 minutes with books closed.

4. Given a list of 15 foreign policy developments, the student will write a brief summary of not more than 25 words for each. The president responsible for each will be identified. All should be correct as it is an in class assignment of 25 minutes with open books.
5. Outside class the student will write a 300 to 500 word essay describing social, political, economic and cultural implications of Jacksonian Democracy.

Unit 4 - Sectionalism and the Civil War

The student will understand the influence sectionalism had as a cause of the Civil War.

1. Given a list of 30 events, the student will describe their influence on sectionalism and the Civil War. This is to be done in class in one hour. Usual exam procedures are in effect. He should be able to answer 25 correctly.
2. Outside class the student will write a 500 to 700 word essay explaining social, political, and economic differences among the Northeast, South, and West during this period.
3. Given a map of the United States, the student will indicate the expansion that took place during this 20 years. On the back of the map he will describe in not more than 15 words each the circumstances under which the territory was gained. He will have 20 minutes in class with books closed. All should be correct.
4. Given a list of 15 generals, 10 battles, and 4 campaigns, the student will in not more than 10 words each describe the influence each had on the outcome of the Civil War. This is to be done in class in 25 minutes.
5. Outside class the student will describe the influence of the Abolitionists during the period. The essay should be 500 words.
6. In class the student will list five causes of secession. He will have five minutes and may use the textbook. All correct.
7. Given a list of 25 items, the student will select 10 that were causes of the Civil War. Ten minutes in class - no sources.

Unit 5 - Reconstruction and Industrialization

The student will understand the legacy of Reconstruction and Industrialization that still exists today.

1. In an essay of 300 to 500 words done in class in an hour, the student will contrast Presidential and Congressional Reconstruction.
2. Outside class in not more the 30 words each the student will describe what happened to labor, farmers, and immigration during this period.
3. Given the names of the presidents of this period, the student will list and describe three outstanding events which had significance to their administration. This is to be done in class in 30 minutes. Books may be used. All should be correct.
4. In a 300 to 500 word essay done outside class discuss the influence of industrialization on the United States.
5. In about 100 words discuss what is meant by the end of isolation and show what happened to end it. This is to be done in class in 20 minutes. No books.

Unit 6 - External Expansion and World Power

The student will understand the process of expansion that led to the status of a world power.

1. Given a list of new possessions, locate them on the blank world map by number. On the back tell how we gained possession. To be done in class in 20 minutes without sources. 80% accuracy is required.
2. Given a list of leaders and issues of the Progressive Movement, describe in not more than 15 words each their relationship to progressivism. Use 15 minutes of class time with open books. All correct.
3. The student should list and describe six causes and six results of World War I. This is to be done in class in 15 minutes. Should have 10 of 12 correct. Books may be used.
4. Outside class write a 300 to 500 word essay contrasting the Roosevelt and Wilson administrations.

Unit 7 - Normalcy and Depression

The student will understand the historical significance of the two terms.

1. In a one page essay done outside class show how the Harding and Coolidge administrations encouraged normalcy.
2. Given five causes of the Depression explain in about 15 words each how the causes contributed to the Depression. To be done in class in 20 minutes. No books. All five correct.
3. Given a list of elections, dates, candidates, and slogans, the student will arrange them according to the presidential elections to which they apply. To be done in 15 minutes in class. No books.
4. Given a list of ten alphabetical agencies of the New Deal, the student will describe their purpose. Use 15 minutes of class time. No books and all should be answered correctly.
5. Outside class write a one page essay describing foreign relations under Roosevelt. This would be concerned with countries in Europe and the Far East.

Unit 8 - World War II and Beyond

The student will understand the role of the United States as a World Power.

1. Given a list of 30 men important in World War II, the student will describe their contribution in not more than 15 words each. This will be done in class. No books. Should have 25 correct.
2. Outside class the student will write a 500 word essay describing events which led up to U. S. involvement in World War II.
3. Given a list of post war problems, the student will describe or show how they were solved. Books may be used during 20 minutes of class. All should be correct.
4. Outside class in about 500 words write an essay which will discuss the post war problems of the Truman, Eisenhower, and Kennedy administrations.

HISTORY OBJECTIVES: SET # 4

UNIT ONE

THE COLONIZATION EFFORT

Breakthroughs in economics, government, society, and knowledge preceded and contributed to the discovery of America. Ambitious men and competitive kingdoms seeking the riches of the Orient stumbled onto the New World. The Colonies, intended for strictly commerical purposes, were altered by a harsh environment and the motives of the colonists. These conditions led to the development of a society that differed substantially from what was originally envisioned.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Renaissance
2. Reformation
3. Martin Luther
4. Marco Polo
5. Christopher Columbus

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain why Europe was ready to expand in 1492. Take into account the social, political, economic, and intellectual factors.

UNIT TWO

THE FIRST SETTLEMENTS

Spain and Portugal took the early lead in colonization of the Americas. However, by the seventeenth century forces in all the maritime countries of western Europe gave impetus to commercial expansion. England, France, and the Netherlands struggled for what was left.

Virginia and Maryland were among the first English colonies to survive in the New World. Both developed differently from the visions of their promoters. Virginia became more than a trading company and Maryland did not remain a feudal barony as the environment and people altered the intensions of the organizers.

North of the Chesapeake Bay area the religions zeal of the founders of New England gave colonization a different form. Although they followed the practice of commercial enterprises their religions impulses created a unique society.

The French d eveloped rich colonies in the West Indies and along the St. Lawrence River that would be long time threats to English colonial efforts. The Dutch, though mainly interested in the Caribbean, planted a settlement on the mainland. Their rule left an imposing print on the civilization of New York and provided a striking contrast with development in the English territory.

By 1600, England was ready for successful colonization. Her assests included a maritime tradition and genuine sea power, unification, and vigorous enterprising people.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

   1. headright system
   2. Puritanism
   3. Separatists

4. Theocracy
5. Oligarchy
6. Covenant theology
7. Patroons
8. John Smith
9. John Rolfe
10. Ceciluis Calvert
11. William Bradford
12. John Winthrop
13. Roger Williams

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Compare the motives for colonization in Virginia with those that led to the settlement of Maryland.

2. Explain the rapid status deterioration of Negroes after 1660.

3. Explain the relationship between wealth, salvation, and political power in Massachusetts Bay.

4. Interpret and decide whether the Puritans were bigots or builders.

5. Explain, after considering their success in other parts of the world, why the Dutch commercial venture failed in North America.

UNIT THREE

THE ENGLISH COLONIAL SYSTEM

The British political settlement between 1660 and 1754 placed the colonies under a loose form of parliamentary control rather than an absolute monarchial regime. A long series of wars with the Dutch and Frence allowed the colonists a high degree of pratical autonomy. As a result American society expanded rapidly as economic and political forms were adapted to the situation. In the South conditions were conducive to the development of a plantation economy based on the labor of Negro slaves. By contrast Pennsylvania settled by Quakers, acquired its character from the diverse people who migrated to it and made it the keystone of the empire in the New World.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. absolute monarchy
2. salutary neglect
3. mercantilism
4. proprietary colony
5. quit rent
6. doctrine of the inner light
7. passive resistence
8. Society of Friends
9. Edward Randolph
10. Edmund Andros
11. La Salle
12. John Locke
13. James Oglethorpe
14. William Penn
15. Duke of York

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain how the American colonies benefited from English mercantilism. Explain to what extent and how they suffered from the system.

2. Describe the causes for the conflict between England and France during the eighteenth century. Were the American colonies the focus of this conflict or merely an appendage of a larger controversy?

3. Describe the plantation system as it developed in the southern colonies.

4. Explain to what extent did climate, terrain features, and soil conditions dictate the basis of the economy in southern colonies. Were other factors equally significant?

5. Describe Quaker theology. Describe the basic points on which the Quakers and Puritans differed; on which they agreed.

6. Explain what made the holy experiment in Pennsylvania a success?

UNIT FOUR

COLONIAL EXPANSION

After 1660, the survival of the English settlements was no longer in doubt. Using their own creativity and the abundance of land combined with a great deal of freedom colonists began to develop a flexible diversified economy. In the process numerous obstacles arose, the currency shortage being one of the most serious.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

   1. land speculators
   2. subsistence farmers
   3. British imperial system
   4. Triangular trade

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objective.

   1. Explain the reasons for the currency shortage in the colonies. How did colonial merchants attempt to resolve this problem? What was England's response?

   2. Explain motives that brought immigrants to the New World after 1660.

UNIT FIVE

PROVINCIAL SOCIETY

Culture and society in early America were based on the English pattern. After 1660, it became increasingly apparent that the English pattern, especially that of a strong aristocracy, was impractical in the New World. Gradually a native culture began to develop. The results were often provincial. Many innovations reflected a European heritage but with modifications. However, the tendency to borrow practically from the Old World signaled the first steps toward a distinctive American style.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

   1. Primogeniture and entail
   2. William Byrd II
   3. Benjamin Franklin

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

   1. Describe the major obstacles preventing an aristocracy from emerging in colonial America.

   2. Explain what was meant by social mobility.

   3. Explain why Old World cultural and social patterns could not be reproduced in America.

UNIT SIX

INTERNAL PROBLEMS

Governing the new settlement proved to be a problem. There was frequent discord between rival groups for power and prestige. Initially large landowners and powerful merchants claimed right to make decisions but lacking unity and power they failed to accomplish their objectives. The open conflicts and outright rebellions eventually gave way to more peaceful means of settling conflicts. In the process the colonists learned to think about functions of their government and gained experience in decision making that profoundly influenced the future of American politics.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Land banks
2. Conflict of Interest
3. Seditious libel
4. Freedom of the press
5. Nathaniel Bacon
6. Jacob Leisler
7. John Peter Zenger
8. Andrew Hamilton

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain what causes were common to both Bacon's and Leisler's rebellions.

2. Explain how colonial society was divided on the currency question. Be sure to include the reasons for the divisions you describe.

3. Explain the significance of the trial of John Peter Zenger. Did it influence political developments in the American colonies?

UNIT SEVEN

THE DEVELOPMENT OF POLITICAL SYSTEMS

Colonial government was dominated by a small core of powerful local politicians who were able to control their communities. Mormally the voters merely approved the candidates this controlling elite had selected. Provincial politics were dominated by the representatives of local interests but the government had built in checks on exorbitant power which proved effective.

The minimum objective for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Virtual representation
2. Freehold
3. Albany Congress
4. Samuel Cranston
5. John Randolph

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain the differences in the American and English concepts of representation.

2. Explain the significance of elections in colonial society.

3. Describe the relationship between socioeconomic position and political power.

4. Explain to what extent colonial politics were democratic.

UNIT EIGHT

THE ENLIGHTENMENT

New World settlers were forced by their environment to alter their ideas about themselves and the nature of the world. The Enlightenment, an intellectual upheaval in Europe during the seventeenth and eighteenth centuries, gave added impetus. The colonists readily absorbed a philosophical system that explained conclusions toward which they were already groping for in their own way. This movement emphasized the worth of man, certain natural rights, and man's use of reason to establish order and guarentee improvement.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Enlightenment
2. Laws of nature
3. Natural rights
4. Social contract
5. Great Awakening
6. Pietism
7. revivalism
8. sectarianism
9. Cotton Mather
10. Francis Bacon
11. Isaac Newton
12. John Locke
13. John Winthrop
14. Jonathan Edwards
15. John Wesley

UNIT NINE

INDEPENDENCE 1754-1776

The Seven Years' War ignited a chain of events leading to American independence. This demolition of the French empire and the acquisition of a great empire placed painful new responsibilities on British statesmen. Policies of commerce, finances, and territory had to be formed with regard not only to America but to Canada, and the Carribean as well as various groups of Englishmen. Since colonists were not ready to suffer for the greater good of themother country tensions heightened between 1760-1770. Relations worsened after 1770 as neither side accepted the logic of the other.

Agitation at specific English policies, revenue, commerce, and land led many Americans to question the political ties with the mother country. As resentment grew toward England internal divisions became less important. An awareness of common identity and a spirit of nationalism helped produce the movement for independence.

Despite irreconcilable differences that had appeared by 1774 the colonists moved cautiously through two years of unfruitful negotiations. Only after an impasse was reached and events made it clear that they either must yield or go the full way was independence declared. By then they were convi ced of the essential righteousness of their cause.

Their success rested on the outcome of a grim war--one already begun and destined to last almost seven years more.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Balance of power
2. Pontiac's Conspiracy
3. Treaty of Paris, 1763

4. Stamp Act Congress
5. Boston Massacre
6. Internal and external taxation
7. Virtual and actual representation
8. Tea Act, 1773
9. Intolerable Acts, 1774
10. Quebec Act
11. Extralegal
12. The Association
13. Declaration of Independence
14. James Wolfe
15. Jeffery Amherst
16. William Pitt
17. George Greenville, Marquis of Rockingham, Charles Townshend, Lord Shelburne, Lord North
18. John Dickinson
19. Samuel Adams
20. James Otis
21. Edmund Burke
22. Thomas Paine
23. George III

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Interpret the character of the Revolution after examing its causes.
   a. Why did we have a Revolution?
   b. What did the colonies hope to achieve by separating from Britain?
   c. To what degree was Britain responsible for the rupture?

2. Interpret the character of the Revolution after examing its consequences.
   a. Was the Revolution only a struggle for independence or was it also an internal social upheaval?
   b. Was a new social order created as a result of the Revolution, or the old one preserved?
   c. Were the institutions that emerged from the Revolution new or not?

3. Discuss: How Revolutionary was the Revolution?

UNIT TEN

THE WAR FOR INDEPENDENCE

Overcoming what seemed like impossible disadvantages, and after almost a decade of fighting the colonists became independent. English shortcomings did not completely explain the result. The fact that American nationhood did not depend on the battlefield results was more important. It was a reality prior to the fighting.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Treaty of Paris, 1783
2. George Washington
3. General John Burgoyne
4. Sir William Howe
5. Lord North
6. General Horatio Gates
7. General Anthony Wayne
8. Baron von Steuban
9. General Henry Knox
10. Benjamin Franklin
11. G. R. Clark
12. John Paul Jones
13. Count de Rochambeau
14. Lord Cornwallis
15. Bunker Hill
16. Lexington and Concord
17. Saratoga
18. Valley Forge
19. Yorktown

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain, considering the odds against a military victory, how the Americans were able to win the war for independence.

2. Evaluate George Washington's role as commander of the Revolutionary army.

3. Evaluate French contributions to the American war effort. Could the Revolution have been won without the support of European countries.

HISTORY OBJECTIVES: SET # 5

UNIT ELEVEN

STATE GOVERNMENTS

In order for the Revolution to be completely successful a political system had to be devised that was superior to the deposed monarchy. The establishment of workable state governments was a beginning. The governments created were practical while containing the Revolutionary spirit. Their accomplishments were considerable.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Social Contract
2. Anarchy
3. Bill of Rights
4. Separation of powers
5. Bicameralism
6. Virginia Declaration of Rights
7. George Mason
8. Theophilus Parsons
9. Edmund Randolph

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Describe the general outline of state constitutions which were devised during the Revolutionary period.

2. Discuss whether or not independence did away with the rivalries that had characterized colonial politics for a century.

3. Explain how the Virginia Bill of Rights was a response to colonial political experiences.

UNIT TWELVE

THE CONFEDERATION

While Americans toiled to build state constitutions, thoughts of developing cooperation on the national scene materialized. The war had been an aggregate endeavor and it left with them an awareness of dual loyalty--both to state and country. By 1787, the Articles of Confederation had served their purpose by promoting cooperation but were insufficient for the future. Constructing a new federal government was hard. These were no examples to follow. Experimentation was the only choice. Progress was slow and success came only after trial and error.

Independence resulted in a chaotic economy that could no longer depend on foreign connections. The weighty cost of the war coupled with destruction of traditional trade patterns demanded the establishment of a strong, stable central government. They were aware that in order to develop the country's assets new institutions were necessary.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Confederation
2. Land Ordinance of 1785
3. Northwest Ordinance of 1787
4. Bills of Credit
5. Inflation
6. Thomas Jefferson
7. Manasseh Cutler
8. James Wilkinson
9. Aaron Burr
10. Robert Morris

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain how effective the Articles of Confederation were; its major accomplishments' its major failures.

2. Describe Shay's Rebellion. Was it a reflection of general economic conditions in the country?

3. Explain just how critical the nation's situation was. Was the country on the verge of economic failure and political chaos?

UNIT THIRTEEN

THE FEDERAL CONSTITUTION

By 1787, Americans realized the necessity of bolstering the national government. The Articles of Confederation, a loose array of soverign states, lacked authority to conduct foreign and commercial affairs. The Constitution of 1787 established a flexible framework adjustable to future varying periods.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Federalism
2. Virginia Plan
3. New Jersey Plan
4. Great Compromise
5. Checks and Balances
6. The Federalist
7. Electoral College
8. Amending Process
9. James Madison
10. Alexander Hamilton
11. Roger Sherman
12. George Washington
13. James Wilson
14. Three-Fifths Compromise

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain the motives of the makers of the Constitution of 1787. Were they patriots or profiteers?

2. Discuss whether the constitution was a continuation of or a reaction against the principles for which the Revolution was fought.

3. Explain the procedure for ratification of the Constituion. Explain the major arguments against ratification.

UNIT FOURTEEN

REPUBLICAN POLITICS

Implementing the Constitution proved to be not only a new venture but also an ordeal. The young, weak nation precariously joined the international political scene. The Anglo-French struggle soon pulled the country into foreign dangers. The attempt to be neutral helped produce a distinct division in domestic politics. The nation was blessed with leaders of great capacity who were thoroughly committed to republican government. These necessary ingredients gave the new federal system a successful beginning.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Judiciary Act of 1789
2. Funding
3. Assumption
4. Whiskey Rebellion
5. Neutrality Proclamation
6. Jay's Treaty
7. "Rule of 1756"
8. Pinckney's Treaty
9. Treaty of Greenville
10. Land Act of 1796
11. George Washington
12. John Adams
13. Alexander Hamilton
14. Edmund Randolph
15. Henry Knox
16. Thomas Jefferson
17. John Jay
18. Edmund Genet
19. Thomas Pinckney
20. Anthony Wayne

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Explain the three basic financial problems facing the government. How did Congress attempt to solve each of them?

2. Describe the organization of the Bank of the U.S. Describe the arguments for and against establishing a bank. Explain how the bank controversy stimulated the development of political organization.

3. Explain how the outbreak of war between England and France affected American policy. Explain Jefferson's arguments against neutrality. Explain Hamilton's arguments for neutrality.

4. Discuss why America found it difficult to remain neutral. Explain why John Jay was sent to England in 1794. Explain American reaction to Jay's Treaty.

5. Describe America's relations with Spain, 1790-1795.

6. Explain how foreign relations contributed to the rise of political parties between 1790-1796. Describe the position of both parties on major foreign problems during this period.

7. Evaluate the Presidency of George Washington.

UNIT FIFTEEN

ADAMS AND JEFFERSON

The administration of President John Adams, 1796-1800, was plagued by crises, domestically and abroad. The country became more increasingly divided. The party of Thomas Jefferson, the Democratic Republicans, emerged as the strongest. On the basis of stressing the purity of human rights, the excellence of agrarian life , and the less government the better in regulation of domestic affairs, the Feffersonians won the election of 1800. "The Revolution of 1800" did not remove the problems of the past decade but it did signigy a change in attitude toward the conduct of government and transferred the control from mercantile interests of Northeast to the agrarian interests of the South and West. These changes profoundly affected the direction this nation was to follow in the next generations.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy, the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. XYZ Affair
2. Alien and Sedition Acts
3. Kentucky and Virginia Resolutions
4. Twelfth Amendment
5. Hartford Convention
6. Essex Junto
7. Election of 1800
8. John Adams
9. Thomas Jefferson
10. Elbridge Gerry
11. John Marshall
12. Charles Pinckney
13. Alexander Hamilton
14. James Madison
16. George Clinton

II. In a group discussion setting without outside assistance and with 100% accuracy, the student shall perform either orally or in writing any of the following objectives.

1. Discuss the causes and consequences of the fued between John Adams and Alexander Hamilton.

2. Explain on what grounds the Kentucky and Virginia resolutions protested against the Alien and Sedition Acts.

3. Describe the main principles of Jefferson's social philosophy and political philosophy.

4. Discuss whether the election and administration of Thomas Jefferson was a "revolution"

5. Evaluate the Presidencies of Adams and Jefferson based on accomplishments, failures, and contributions.

UNIT SIXTEEN

CONSTITUTIONAL LIMITS

During the tenure of John Marshall (1801-1835), the Supreme Court assumed the task of interpreting and enforcing the constitutional limits and powers of federal and state governments. Marshall never failed to affirm the doctrines of federal supremacy and of rights of individuals.

The minimum objectives for this unit are the following:

I. In a group discussion setting, with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Eleventh Amendment
2. Judicial review
3. Implied Powers
4. National Sovereignty
5. Chisholm v. Georgia, 1793
6. Marbury v. Madison, 1803
7. McCulloch v. Maryland, 1819
8. Gibbons v. Ogden, 1824
9. Fletcher v. Pecks, 1810
10. Dartmouth College Case, 1819
11. Samuel Chase
12. John Pickering
13. John Adams
14. John Marshall
15. Aaron Burr

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Discuss John Marshall's major contributions to American constitutional law, referring specifically to four cases.

2. Discuss how the Constitutional Convention proposed to ensure the supremacy of federal law.

3. Describe John Marshall's qualifications for the office of Chief Justice of the Supreme Court.

4. Explain the Jeffersonians' attitude toward the federal court system; explain what prompted their attack on the courts and why impeachment proceedings failed.

HISTORY OBJECTIVES: SET # 6

UNIT SEVENTEEN

WAR OF 1812

The gawky young nation could remain detached from European affairs. Although Jefferson acquired Louisiana and spanked the Barbary pirates, his and his successors' policies to bring respect for American neutrality from the belligerants in Napoleanic Wars were unsuccessful. Consequently, whether through territorial hunger or national pride, the United States and Britain went to war in 1812. Long statements actuated by a few spectacular victories characterized the action. Neither combatant made concessions in the peace treaty of 1814. The young nation had managed to defend itself against the most powerful nation in the world.

The minimum objectives for this unit are the following:

I. In a group discussion setting, with no outside aid and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Barbary Powers
2. Orders in council
3. Berlin and Milan decrees
4. impressment
5. contraband
6. Hartford Convention of 1814
7. Treaty of Ghent
8. Embargo
9. Louisiana Purchase
10. Tripolitan War
11. Lewis and Clark
12. Robert Livingston
13. James Monroe
14. William Pinckney
15. James Madison
16. William Harrison
17. Henry Clay
18. Tecumsch
19. Oliver H. Perry
20. Francis Scott Key
21. Albert Gallatin
22. James A. Bayard
23. Jonathan Russell

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Analyze and evaluate Jefferson's accomplishments in foreign affairs. Was his foreign policy inconsistent with his political philosophy?

2. Explain why the United States went to war with England in 1812. Consider all possible causes.

UNIT EIGHTEEN

THE NATIONAL CULTURE

Inspired by the desire to create a distinctive national culture, Americans conscientiously sought to produce unique forms in art, literature, education, and science between 1789 and 1820. The results were disappointing, though not without merit. Greater success was achieved in the area of social thought. American society continued to evolve in a democratic direction for everyone except the Negroes and Indians.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Unitarianism
2. John Trumbull
3. Gilbert Stuart
4. Rembrandt Peake
5. Noah Webster
6. Washington Irving

UNIT NINETEEN

THE ERA OF GOOD FEELING

The United States sought to attain economic success and self-sufficiency in the thirty years that followed the launching of the Constitution. There was both federal and state encouragement and aid. A further instrument that helped economic growth was the corporation.

The country's desire to be truly independent whether it be political, cultural, or economical, forged a national unity. The controversy over slavery which reared its ugly head in this era was resolved by compromise. Nationalism temporarily made differences seem obscure. The debate over Missouri was serious and it was only the opening page to a tragic volume of sectional conflict.

The Monroe Doctrine represented the direction of American foreign policy following the War of 1812. It was to be the guide for the development of New World on basis of hopeful republican principles free from the regressive, tainted Old World. It was the triumph of isolation.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Dartmouth College Case
2. Corporation
3. Internal improvements
4. Era of Good Feelings
5. Tallmadge Amendment
6. Missouri Compromise
7. Monroe Doctrine
8. Rush-Bagot Agreement
9. Convention of 1818
10. Adams-Onis Treaty
11. Holy Alliance
12. Eli Whitney
13. James Monroe
14. Rufus King

15. John Q. Adams
16. Lord Castlereagh
17. George Canning
18. Andres Jackson
19. Jose de San Martin
20. Simon Bolivar

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Explain the major forces working to transform American politics during the Jacksonian era? Describe the changes that occured in the American political system between 1820 and 1830.

2. How was John Q. Adams elected President in 1824? Explain Clay's role in the election. What circumstances made the election of 1824 different from the five previous elections.

3. Why was the administration of John Q. Adams "largely barren of accomplishments?" What were the reasons for his lack of success as President?

4. Describe the election of 1828 and explain Jackson's victory. What was the significance of this election?

UNIT TWENTY

POLITICAL REORGANIZATION

Beginning in James Monroe's second administration the nature of the American political system underwent a rapid, far-reaching transformation. The constitutional framework remained intact along with the institutions it created. Control over government policy passed into the hands of organized political parties. The new parties, developing gradually, reflected changes in American society and new concepts o of the function of government. The parties were deeply involved in a complete re-organization of the American political system.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. caucus
2. corrupt bargain
3. spoils system
4. open convention
5. anti-Masonic party
6. William H. Crawford
7. John C. Calhoun
8. Henry Clay
9. Andrew Jackson

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Explain the major forces working to transform American politics during the Jacksonian era? Describe the changes that occured in the American political system between 1820 and 1830.

2. How was John Q. Adams elected President in 1824? Explain Clay's role in the election. What circumstances made the election of 1824 different from the five previous elections.

3. Why was the administration of John Q. Adams "largely barren of accomplishments?" What were the reasons for his lack of success as President?

4. Describe the election of 1828 and explain Jackson's vicotyr. What was the significance of this election?

UNIT TWENTY-ONE

THE MOVING FRONTIER, 1820-1850

The country and economy profited from western settlement between 1820 and 1850. Hopeful men, disappointed in the East and the South or in Europe, sought prosperity in the West. They were, like their settlements, different because of individual personalities, backgrounds, and even because of the variation in lands they cultivated. The movement west developed the country's interior, made new markets available and advanced the expansion and prosperity of America.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Frontier
2. Graduation
3. Cession
4. Pre-emption
5. Distribution
6. Polygamy
7. Thomas Hart Benton
8. Joseph Smith
9. Cyrus McCormick

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. What factors motivated settlers to move westward between 1820 and 1830?

2. Explain the government's attitude toward Indians between 1816 and 1842. Why was it more difficult to deal with the Indians in the 19th century that it had been in the 18th century?

3. Explain the position of the squatter, legal landholder, and Easterner in regard to the disposal of the public domain.

4. Why did the West attract both Americans and Europeans who were interested in forming experimental communities? What characteristics did these societies have in common? How did they differ?

5. What were the sources of European immigration before 1840?

6. Describe life in a frontier community? Describe the process of economic development in a typical frontier region.

UNIT TWENTY-TWO

TRANSPORTATION AND THE NATIONAL ECONOMY

Fantastic advances in transportation connected the expanding country. A national market was developed whereby men, equipment, and supplies could be promptly transferred from one area to a distant one. Agricultural and industrial production increased with no little effect on industry and urban life.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Veto of Maysville road bill
2. Pork-barrel appropriations
3. clipper ships
4. John Q. Adams
5. George Stephenson
6. Cornelius Vanderbilt
7. Thomas H. Canfield

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. How did the federal government contribute to the improvement of transportation? Why was its role limited?

2. Describe the development of railroad transportation during the 1830's. How did the function of railroads change between 1840 and 1850? Why did it change?

3. How was railroad construction financed? How did the federal government contribute?

4. Describe the attitude of artisans and of merchants to the transportation revolution. Did it destroy their security?

5. How did the transportation revolution affect trade?

6. Why did the major burden of internal improvement fall to the states rather than the federal government?

UNIT TWENTY-THREE

INDUSTRIALIZATION: FIRST PHASES

With urban problems so prominent in the news today it is interesting and necessary to learn something of their origins in this unit. Clearly many of the difficulties faced by the ante-bellum United States faced have only changed insofar as they have become more serious. We see the same tendency on the part of those who can afford it to work in cities and live elsewhere. Consequently, the urban environment, for the most part, is left to low-income and minority groups.

After 1840 industrialization--the use of power and machines to produce goods--progressed rapidly in American cities. The fruits of industrialization were bitter-sweet. Industry found the cities conducive to large scale production; however, the accompanying human degredation presented social and economic problems that still challenge us today.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistnace and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. corporation
2. entrepreneur
3. Lowell system
4. interchangeable parts
5. piece rate
6. Commonwealth v. Hunt
7. Eli Whitney
8. Elias Howe
9. George Scranton

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. How did merchants help to stimulate manufacturing? Explain their interest in industrialization.

2. Why did manufacturers first want to locate their factories in rural areas?

3. How did the corporate form of business organization facilitate large-scale manufacturing?

4. Describe the relationship between immigration and industrialization. What conditions in Europe caused immigration to increase after 1830? What differences were there between immigrants who came after 1830 from those who came previously?

5. How did industrialization alter the American economy?

6. Describe the effect of industrialization on American society?

HISTORY OBJECTIVES: SET # 7

UNIT TWENTY-FOUR

JACKSONIAN DEMOCRACY

Although Andrew Jackson's supporters differed widely among themselves, most agreed that he represented the quest for eq 1 opportunity to accumulate wealth. He was an opponent of monopoly and social priviledge. Jackson's stand on the two major economic problems of his administration, banking and tariff, demonstrated the strength of his antipathy to exclusive priviledges. His policies not only contributed to economic expansion but also revitalized the democratic process.

Jacksonian democracy was a movement that is central to the American experience. There were many complex, intricate processes at work in the period. Both the movement and the man who gave it his name are significant to Americans living in another century and in a vastly changed, more complicated nation. The movement occupies a central role in the still developing American political tradition; the man dealt with such familiar problems as presidential power, party politics, and leadership in a democracy. He also shares with Thomas Jefferson the role of patron saint of our oldest and largest political party. Historical memories not only tell us where we have been; they can assist us in discovering where we now are, and even where we may be going in the future.

The minimum objectives for this unit are the following:

I. In a group discussion setiing with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Specie
2. hard money
3. soft money
4. protective tariffs
5. "kitchen cabinet"
6. nullification
7. Tariff of abominations
8. Exposition and Protest
9. Whig Party

10. "Specie Circular"
11. Panic of 1837
12. Andrew Jackson
13. Amos Kendall
14. Martin Van Buren
15. John C. Calhoun
16. Nicolas Biddle
17. Roger B. Taney
18. William H. Harrison

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Describe the functions of banking institutions between 1816 and 1836. What was the role of the Bank of the United States? How did banks chartered by the states increase investment capital?

2. Explain the conflict between hard and soft money interests. What economic interest groups favored soft money? Which favored hard money? Why?

3. How did economic relations with foreign countries affect the American economy?

4. Define Protective Tariff. Which economic interest groups favored tariff protection? Which opposed? Why? What was the relationship between tariffs and land policies?

5. What precipated the nullification crisis? How was it resolved?

6. Explain the Jacksonians' opposition to the Bank of the United States. How did Jackson justify his veto of the bank's charter? How did the election of 1832 affect banking policies in the United States?

7. Describe the organization of political parties between 1824 and 1840. Which interest groups supported the two main parties?

8. Define and analyze the movement we call Jacksonian democracy? Was Jacksonian democracy a myth or a reality?

9. What role did Andrew Jackson play in this movement? Was he a clever opportunist or a courageous democrat?

UNIT TWENTY-FIVE

THE CULTURE OF THE COMMON MAN

After 1820 buoyant confidence in man's limitless capacities resulted in an attempt to build a culture that would satisfy the common man's needs and preferences. American culture was a contrast to the traditional classical culture of the revolutionary era. The common man's opportunistic, confident zeal became apparent in art, literature, religion, and science. Man was not, after all, imperfectible. Evil conditions could be eradicated. Culture embodied this spirit.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Transcendentalism
2. Pantheism
3. Romanticism
4. lyceum
5. Oversoul
6. Ralph W. Emerson
7. Henry D. Thoreau
8. Margaret Fuller
9. Amos Ambrose Alcott
10. James Fenimore Cooper
11. Phineas T. Branum
12. Nathaniel Taylor
13. Nathaniel Hawthorne
14. Herman Melville
15. Edgar A. Poe

II. In a group discussion setting with no outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Define Transcendentalism. What were the basic assumptions of Transcendental philosophy? Who were its leading advocates in the United States?

2. How did Americans' conception of nature change during the nineteenth century?

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3. How did the acceptance of a romantic view of nature influence cultural developments during the first half of the nineteenth century?

4. Describe American contributions to science during the first half of the nineteenth century? How did they reflect the American experience?

5. Describe the changes that occured in religious practices and doctrines after 1820.

6. Describe the changes that occured in higher education after 1820. What was the primary function of colleges? How did if differ from the Jeffersonian concept of education?

7. Why did some groups reject an optimistic view of American life? Who were they?

UNIT TWENTY-SIX

GALAXY OF REFORMS

In the forty years prior to the Civil War the reform element in America zealously sought to cleanse mankind of its blemishes. Although there was common agreement that a purified society was attainable, there was not agreement on priorities. One deep, violent imperfection was unvieled--slavery. The succeeding struggle between abolitionists and defenders of slavery tended to polarize thinking and harden the positions of both groups.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. perfectibility of man
2. Gag rule
3. William Ellery Channing
4. Theodore Parker
5. Horace Mann
6. Dorothea Dix
7. William L. Garrison
8. Theodore D. Weld
9. James G. Birney

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Explain the reform impulse that swept the United States between 1820 and 1860. Upon what basic assumptions were reform movements founded?

2. How did the American reform movement differ from a similar movement in Europe?

3. Describe the development of common schools. Explain the relationship between education and reform.

4. Describe the women's rights movement during the 1830's and 1840's. How did women influence other reform movements?

UNIT TWENTY-SEVEN

THE SOUTH'S PECULIAR INSTITUTION

From 1820 to 1860 disagreements among Southerners diminished. Despite the diversity of physiographic conditions and of population the states below the Mason-Dixon line increasingly acted as a section. Southern sectionalism had never been a clear-cut feature of the area but the economic nature of the plantation system with its dependence on Negro labor drew the region together and the people of this great expanse of territory came to recognize a common identity that distinguished them from the rest of the nation. Southern sectionalism was not a phenomenon that had always existed but developed in response to economic changes that carved a distinctive way of life in the slave states. A culture and character evolved that strongly endoresd the institution of slavery. The persistence of bondage slowly created a gulf between Southerners and other Americans which became wider when territory was acquired.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. "King Cotton"
2. overseer
3. "Black Belt"
4. Negro inferiority
5. Mudsill
6. J. D. B. De Bow
7. George Fitzhugh

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Explain what gave the South its peculiar character.

2. Explain how increased cotton production contributed to the growth of Southern sectionalism.

3. Describe the treatment of slaves in the South.

4. Explain the romanticized version of the plantation system.

5. Analyze and evaluate the Southerners' defense of slavery.

UNIT TWENTY-EIGHT

THE DIPLOMACY OF YOUNG AMERICA

In the years following the War of 1812 the Unitdd States focused on domestic improvement. The Monroe Doctrine attempted to detach America from events in Europe. The United States consciously evaded poetetial wars in the 1830's although theoretically the country was committed to uphold the document.

In the next decade, activated by the doctrine of Manifest Destiny, the United States sought and acquired the Far West. Expansionist jubiliation made a costly war seem justifiable. It soon became apparent that expansionism presented a dilemma--whether or not to extend slavery into the newly acquired territory. Early compromise efforts failed and each side grew more obstinate and unyielding.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. nationalism
2. Caroline Affair
3. Creole Affair
4. Webster-Ashburton Treaty
5. Manifest Destiny
6. "Fifty-four forty or fight"
7. Treaty of Guadalupe Hidalgo
8. Cadsden Purchase
9. Clayton Buluar Treaty
10. Ostend Manifesto
11. John Tyler
12. John C. Calhoun
13. James K. Polk
14. John Slidell
15. Zachary Taylor
16. Winfield Scott
17. Daniel Webster
18. Matthew Perry
19. Brigham Young

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. List and explain the five basic interpretations of the causes of the Mexican War; be able to defend the cause or causes of the war which he feels is most plausible.

2. Explain how the Oregon dispute with England was settled.

3. Describe the settlement of Utah. How did the Mormons benefit from the discovery of gold in California?

4. Describe relations between United States and England during the period 1825-1842.

5. Evaluate the Presidency of James K. Polk.

UNIT TWENTY-NINE

THE IRREPRESSIBLE CONFLICT

Following the acquisition of new territories after the Mexican War the critical slavery question had to be resolved. Compromise had worked in the past. New crises came so rapidly that moderation was overwhelmed. The result was the snapping of the bond that held the sections together and the collapse of the mechanism-political parties by which compromises could be worked out.

The Civil War might have been avoided but the issues that divided North and South had to be settled if the Republic were to remain united. The mounting tension was not relieved. In fact, from 1850 to 1857 compromises heightened tension; from 1857 to 1861 sectional arguments hardened and intensified. The election of 1860 snapped the remaining bond between the antagonists.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of any or all of the following terms, concepts, and personalities.

1. Wilmot Proviso
2. Compromise of 1850
3. Uncle Tom's Cabin
4. Kansas-Nebraska Act
5. Dred Scott decision
6. Lincoln-Douglas Debates
7. Popular Sovereignty
8. Election of 1860
9. "Bleeding Kansas"
10. David Wilmot
11. Lewis Cass
12. Henry Clay
13. John C. Calhoun
14. Daniel Webster
15. William Seward
16. Stephen Douglas
17. John Brown
18. Abraham Lincoln

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Describe the alternative proposals that were available for settling the slavery question in the territory acquired from Mexico. What were the arguments for and against opening the region to slavery?

2. Explain why the South accepted the Compromise of 1850.

3. List and explain the six basic interpretations of the causes of the Civil War.

4. Explain why sectional antagonism between the North and South increased from 1850-1861.

5. Explain the doctrine of secession. Why did the deep South secede from the Union before Lincoln's inauguration?

6. Evaluate the Presidencies of Taylor, Fillmore, Pierce and Buchanan.

UNIT THIRTY

THE CIVIL WAR

The Civil War was the first great military experience of the American people. In comparison, the earlier struggles--the Revolution, the War of 1812, the Mexican War--were minor and episodic. The Civil War, in the perspective of world history, was the first modern war, dependent upon large armies and heavy investments in supplies and equipment. If not a total war, it marked the transition from the older type to the new. No one anticipated its duration, destructiveness, expense, loss of lives, or its effect on the character of the nation. When it was over, both sides were exhausted. It was the great trial of the United States, the crucible from which emerged the mature nation.

The minimum objectives for this unit are the following:

I. In a group discussion setting with no outside assistance and with 100% accuracy the student must be able either in writing or orally to identify and give the historical significance of an or all of the following terms, concepts, and personalities.

1. First and Second Bull Run
2. Shiloh
3. Pennisula Campaign
4. Antietam
5. Chancellorsville
6. Fredericksburg
7. Gettysburg
8. Vicksburg
9. Sherman's March to the sea
10. Wilderness Campaign
11. Appomatox
12. Robert E. Lee
13. Thomas J. Jackson
14. George B. McClellan
15. William T. Sherman
16. U. S. Grant
17. Edwin Stanton
18. William H. Seward
19. Solmon P. Chase
20. George G. Meade

II. In a group discussion setting without outside assistance, and with 100% accuracy the student shall perform either orally or in writing any of the following objectives.

1. Compare and contrast Northern and Sotthern strengths and weaknesses at the beginning of the Civil War.

2. Evaluate the Lincoln presidency; include the following:
   a. Could Lincoln have prevented the Civil War?
   b. Was Lincoln's handling of Fort Sumter agressive and devious?
   c. Was Lincoln a military genius?
   d. Was Lincoln a master politician?
   e. What was Lincoln's real attitude toward the Negro and slavery?
   f. Were Lincoln's "unconstitutional" acts justifiable?
   g. What are the paradoxes of Lincoln?

3. Analyze whether the Union victory was inevitable.

4. Compare, contrast, and evaluate military leadership of R. E. Lee and U. S. Grant.

5. Compare, contrast, and evaluate the leadership of Presidents Lincoln and Davis.